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AUTHOR	Rystrom, Richard
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ABSTRACT

Designed to measure specific dimensions of reading comprehension, the items for this test are based on a comprehension model which suggests that comprehension can be defined as six different skill areas: vocabulary, syntax, item recall, item sequence, interpretation, and evaluation. The test is divided into sections to correspond to each of the skill areas. Reliability coefficients for the various groups ranged from .70 to .98 with a mean of .84, and correlation coefficients between the California Reading Test and the Rystrom Reading Comprehension Test were calculated for four of the groups and ranged from .84 to .91. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (intermediate), and describes the instrument's purpose and physical characteristics.] (RB)

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CS 201337

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Category: Reading

Title: Rystrom Reading Comprehension Test

Author: Richard Rystrom

Age Range: Intermediate

Description of the Instrument:

Purpose - To measure specific dimensions of reading comprehension.

Date of Construction - May-June 1969.

Physical Description - The items for this test are based on a comprehension model which suggests that comprehension can be defined as six different skill areas: vocabulary (the child must know the meaning of a particular word as it is used in a particular context); syntax (the child must know the meaning of a particular syntactic structure as it is used in a particular context); item recall (the child must remember a specific statement [a group of statements] from what he read); item sequence (the child must remember the order in which a series of events occured within what he read); interpretation (the child must be able to infer a unstated fact from specifc information he has read); and evaluation (the child must be able to determine the degree to which a story is consistent with itself and/or with the real world). The test is divided into sections to correspond to each of the above skill areas. The story "Caps for Sale" must first be read before the test items are completed. A sample item from each test section is given below. The numbers in parentheses refer to the number of items in each section of the test. There are 57 items in all.

vocabulary (7)

The wares are the

a. caps

b. food

c. animals

d. children

syntax (10)	Give me back my caps is the same as a. give me those caps b. put the caps on my back c. give back my caps to me d. give my back a tap
item recall (14)	The peddler sold caps that were a. different colors b. different shapes c. all one color
item sequence (19)	These sentences from the story are mixed up. Write a 1 on the line next to the sentence that should be first; write a 2 on the line next to the sentence that should be second; write a 3 on the line next to the sentence that should be third. _____1. The peddler went to sleep for a long time. _____2. He felt the caps on his head to see if they were straight. _____3. He sat down under a tree to rest.
inference (4)	Why does the peddler carry his wares on his head? a. so people will see them b. so his back won't get tired c. so he can bend over
evaluation (3)	This story is probably a a. true story b. sad story c. make-believe story

Validity, Reliability, and Normative Data:

The test was administered to 169 fourth graders from the northeastern section of Georgia. Reading levels ranged from non-reading to several years above grade level. Six separate groups were identified - two remedial groups and

four groups with a range of reading levels. Mean scores for the groups ranged from 16.2 (a score of 15 was possible by chance) to 31.7. Groups differed in their performance on the six skill areas by degree rather than by type. All groups had least difficulty with item recall and greatest difficulty in identifying the appropriate sequence of items. Test reliability was measured by correlating performance on odd and evenly numbered items. Reliability coefficients for the various groups ranged from .70 to .98 with a mean of .84. Correlation coefficients between the California Reading Test and the Rystrom Reading Comprehension Test were calculated for four of the groups and ranged from .84 to .91. Correlations between scores on individual test sections and the total test scores ranged from .60 to .91 - all significant beyond 0.01.

Ordering Information:

EDRS

Related Documents:

Rystrom, Richard. "Toward Defining Comprehension," Journal of Reading Behavior, Vol. 2, No. 1. Winter 1970

Rystrom, Richard. "Toward Defining Comprehension: A Second Report," Journal of Reading Behavior, Vol. 2, No. 2, Spring 1970.

Slobodkina, Esphr. Caps for Sale. New York: William R. Scott, Inc., 1947.

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Richard Rystrom
"Rystrom Reading Comprehension Test"
1969

Rystrom Reading Comprehension Test

September, 1969
UGA

Underline the best answer.

1.1 A peddler is

a. a toy for children
b. a man who sells things
c. a kind of clothing
d. a man who builds house

1.2 An ordinary peddler is

a. like everyone else
b. not like other peddlers
c. like other peddlers
d. riding a bicycle

1.3 The wares are the

a. caps
b. food
c. animals
d. children

1.4 A checked cap is

a. all one color
b. different colors in squares
c. different colors in rows
d. different colors in circles

1.5 A bunch of caps is

A. a headache
b. many caps
c. one cap
d. two caps

1.6 The peddler was refreshed. He was

a. rested again
b. tired
c. get dirty
d. scatter around

1.7 In the story upset means to

a. make angry
b. tear
c. get dirty
d. scatter around

2.1 The peddler in the story was

a. an ordinary peddler
b. not an ordinary peddler
c. just another peddler
d. a door to door salesman

2.2 An ordinary peddler carries his wares

a. on his head
b. in his car
c. on his horse
d. on his back

2.3 he held himself straight means

a. he held the caps straight
b. he stood straight
c. his caps were straight
d. he walked in a straight line

2.4 The peddler held himself straight because

a. his back hurt
b. his mother told him to
c. he was refreshed and rested
d. he didn't want to drop any caps

2.5 The peddler sat down under a tree. Next he

a. leaned back
b. went to sleep
c. saw the monkeys
d. became angry

2.6 The peddler leaned back against the tree carefully because

a. he didn't want to hurt his head
b. he didn't want to knock off his caps
c. he was tired
d. he saw the monkeys in the tree

2.7 After the peddler sat down he

a. fell asleep immediately
b. said "Hello" to the monkeys
c. lit his pipe
d. made sure his caps were straight

2.8 When he woke up, the peddler

a. reached for his caps
b. reached for his checked cap
c. reached for the monkeys
d. opened his eyes and went back to sleep

2.9 The peddler said, "You monkeys, you" because

a. he didn't remember their names
b. he was angry
c. he was sleepy
d. he was hungry

2.10 Give me back my caps is the same as

a. give me those caps
b. put the caps on my back
c. give back my caps to me
d. give my back a tap

3.1 What did the peddler sell?

a. pots and pans
b. caps
c. toys

3.2 Where did the peddler carry his wares?

a. in a wagon
b. on his back
c. on his head

3.3 Did the peddler have a cap of his own?

a. Yes, a cap just like the ones he sold
b. No, he did not have a cap of his own
c. Yes, a cap not like the ones he sold

3.4 The peddler sold caps that were

a. different colors
b. different shapes
c. all one color

3.5 How did the peddler carry his caps?

a. stacked on his arm in a special order
b. stacked on his head in a special order
c. stacked on his head in no special order

3.6 How much did each cap cost?

a. $1.00
b. 50¢
c. 10¢

3.7 Why did the peddler walk in the country?

a. because he could not sell any caps
b. because he sold all his caps
c. because he wanted to see the monkeys

3.8 What did the peddler do in the country?

a. he played a game with some children
b. he went to sleep under a tree
c. he ate his lunch under a tree

3.9 What happened to the peddler's caps?

a. some monkeys took them
b. some children took them
c. the wind blew them away

3.10 When the peddler saw his caps were gone he

a. went back to sleep
b. walked back to town without his caps
c. tried to get his caps back

3.11 What did the monkeys do?

a. they copied everything the peddler did
b. they ran away from him
c. they just looked at him

3.12 How did the peddler feel when he couldn't get his caps back?

a. happy
b. sad
c. angry

3.13 What did the peddler do just before he got his caps back?

a. he climbed up the tree to get his caps back
b. he threw his own cap on the ground
c. he sat down and cried

3.14 What did the peddler do after he got the caps back?

a. he chased the monkeys
b. he threw the caps at the monkeys
c. he put the caps on his head and walked back to town

Fill in the blanks. These sentences from the story are mixed up. Write a 1 on the line next to the sentence that should be first; write a 2 on the line next to the sentence that should be second; write a 3 on the line next to the sentence that should be third.

Group A Sentences

4.1 _____ The peddler went to sleep for a long time.

4.2 _____ He felt the caps on his head to see if they were straight.

4.3 _____ He sat down under a tree to rest.

Group B Sentences

4.4 _____ The peddler walked up and down the streets of the town one morning trying to selling his caps.

4.5 _____ No one bought any caps so he went for a walk in the country.

4.6 _____ He arranges the caps he sells in a special order on his head.

These sentences from the story are mixed up. Write a 1 on the line next to the sentence that should be first; write a 2 on the line next to the sentence that should be second; write a 3 on the line next to the sentence that should be third; write a 4 on the line next to the sentence that should be fourth.

Group C Sentences

4.7 _____ The peddler walked back to town to sell his caps.

4.8 _____ He picked up the caps and put them back on his head.

4.9 _____ The monkeys copied him and threw their caps on the ground.

4.10 _____ He finally threw his cap on the ground and began to walk away.

Group D Sentences

4.11 _____ The peddler looked up in the tree and saw some monkeys with his caps.

4.12 _____ When he woke up, he felt to make sure his caps were straight.

4.13 _____ The caps were gone so he looked all around for them.

4.14 _____ The monkeys copied everything the peddler did.

4.15 _____ He did many things to try to get his caps back.

Underline the best answer.

Look at Group A, Group B, Group C, and Group D on pages 7 and 8.

4.16 Which group came first in the story?
Group A Group B Group C Group D

4.17 Which group came second in the story?
Group A Group B Group C Group D

4.18 Which group came third in the story?
Group A Group B Group C Group D

4.19 Which group came fourth in the story?
Group A Group B Group C Group D

5.1 Why does the peddler carry his wares on his head?

a. so people will see them
b. so his back won't get tired
c. so he can bend over

5.2 Why does the peddler call out "Caps for Sale"?

a. so people will hear and buy a cap
b. so the monkeys know he is coming
c. because he likes to

5.3 Why does the peddler put on his own cap first?

a. because he wants to
b. because the monkeys didn't take it
c. because it isn't for sale

5.4 What color caps are the most popular?

a. blue
b. brown
c. red

6.1 This story is probably a

a. true story
b. sad story
c. make-believe story

6.2 The peddler goes for a walk in the country

a. because he is hungry
b. because he wants to sleep
c. because the monkeys are there

6.3 The monkeys did not take any

a. red caps
b. checked cap
c. yellow cap